DOCUMENT RESUME

ED 290 797 TM 870 657

AUTHOR Stolworthy, Reed L.
TITLE Assessing and Interpreting Student Progress: Evaluating the Competency in the Preparation of Teachers.
PUB DATE 6 Jul 87
NOTE 51p.
PUB TYPE Statistical Data (110) -- Reports - Research/Technical (143)

EDRS PRICE MF01/PC03 Plus Postage.
DESCRIPTORS Cooperating Teachers; *Education Majors; Higher Education; Practicum Supervision; *Preservice Teacher Education; Questionnaires; Research Design; School Surveys; Self Evaluation (Individuals); *Statistical Analysis; Statistical Surveys; Student Evaluation; *Student Teachers; Teacher Effectiveness; Teaching Skills
IDENTIFIERS Student Teacher Characteristics; Teacher Competency Testing; Washburn University of Topeka KS

ABSTRACT

The purpose of this study was to determine the adequacy of the preparation provided by the teacher preparation program at Washburn University (Kansas) relative to the competency of assessing and interpreting student progress. Answers were sought to the following questions: (1) How does the student teacher evaluate his/her competence in regards to assessing and interpreting student progress? (2) How does the cooperating teacher and the university supervisor evaluate the student teacher's performance relative to this competency? (3) How does the ex-student teacher, now as a first-year teacher, evaluate his/her performance in this competency? and (4) How does the school principal evaluate the performance of the first-year teacher with regard to this competency? The sample consisted of 32 undergraduates certified to teach in the fall of 1984 and 42 certified in the spring of 1985. The evaluative instrument used identified three areas of competency: professional, instructional, and interpersonal. Data thus obtained were tabulated and analyzed, and the qualitative results were expressed through descriptive and inferential statistics. This research found the greatest probability level for significant differences to be between mean values of the earlier university supervisor's evaluation of student teachers and the evaluation applied by these same undergraduates as first-year teachers. The null hypothesis of no significant differences was not rejected but retained. The survey instruments, graphs of mean values, and percentile rankings of mean values are appended. (MAC)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED290767

TM

ASSESSING AND INTERPRETING STUDENT PROGRESS: EVALUATING THE COMPETENCY IN THE PREPARATION OF TEACHERS

SUBMITTED BY

DR. REED L. STOLWORTHY
ASSOCIATE PROFESSOR OF EDUCATION
WASHBURN UNIVERSITY

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☒ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

JULY 6, 1987

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

Reed L. Stolworthy

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

TM 870 657

TABLE OF CONTENTS

Introduction. 3

Problem Statement 5

Research Design 5

Limitations of the Study. 7

The Mean Values 8

The Standard Deviation. 12

The Analysis of Variance. 14

The Null Hypothesis 14

The Chance Probability. 14

Estimates of Experimental Error 15

Estimates of Treatment Effects. 15

Evaluating the F-Ratio. 17

The Level of Significance 19

The Percentile Rank 27

Conclusion. 30

Appendix A. 32

Graphic Illustrations of Mean Values

Appendix B. 35

Percentile Ranking of Mean Values

Appendix C. 44

The Evaluative Instruments

References. 50

ASSESSING AND INTERPRETING STUDENT PROGRESS: EVALUATING THE COMPETENCY IN THE PREPARATION OF TEACHERS

This study of potential first year teachers involved a population of 32 (n = 32) undergraduates certified to teach by Washburn University's teacher preparation program during Fall Semester of 1984 and 42 (n = 42) undergraduates during the Spring semester of 1985 for a total of 74 (N = 74) undergraduates. Data were obtained relative to the undergraduates' self evaluation regarding the ability to demonstrate the competency of assessing and interpreting student progress. The data obtained from the first year teachers during the Spring of 1986 were also compared to their own self evaluation previously obtained in regards to their competency as student teachers relative to the above competency which was evaluated during the Fall of 1984 and the Spring of 1985, respectively. In addition, the student teaching evaluations completed during the Fall of 1984 and the Spring of 1985 by the above undergraduates' cooperating teacher(s) and university supervisor were also included regarding the evaluation of the competency to assess and interpret student progress. Further, the principal which observed the respective undergraduate as a first year teacher was also involved in the study by assessing the readiness and skill of the undergraduate in demonstrating the above competency.

The evaluative instrument applied in the study contained a rating scale from 1 to 5, with 1 indicating incompetence and 5 indicating total competence. The respondents were to check the column labeled NA if they did not observe the undergraduate in the particular competency, and in the case of the undergraduate, NA would be checked if the respondent did not have an opportunity to demonstrate the competency.

Twenty-four questionnaires were returned from the 74 undergraduates. Three people could not be located, thus a 34% rate of response was obtained from the 71 respondents which had received a questionnaire. Fourteen undergraduate students indicated that they had secured a full-time teaching position. This meant that 58% of the 24 respondents indicated their success relative to fulfilling their expectation of entering the teaching profession. In addition, 7 undergraduate students reported that they were employed as substitute teachers throughout the school year. This participation as a substitute teacher involved 29% of the respondents. Consequently, 87% of those which responded reported that they were involved in teaching during the 1985-86 school year.

In order to create meaningful comparisons of the statistical data relative to the respective time periods involved in student teaching and again as first year teachers relative to the competency of assessing and interpreting student progress, this study focused first on

the undergraduates of Fall Semester, 1984 as beginning teachers during the Spring of 1986.

Problem Statement

The purpose of this study was to determine the adequacy of the preparation provided by an undergraduate teacher preparation program relative to the competency of assessing and interpreting student progress.

Answers were sought to the following questions:

1. How does the student teacher evaluate his/her competence in regards to assessing and interpreting student progress?
2. How does the cooperating teacher and the university supervisor evaluate the student teacher's performance relative assessing and interpreting student progress?
3. How does the ex-student teacher, now as a first year teacher, evaluate his/her readiness and skill in assessing and interpreting student progress?
4. How does the school principal evaluate the above ex-student teacher according to his/her performance as a first year teacher in regards to assessing and interpreting student progress?

Research Design

A review of the related research was conducted relative to attempts previously applied by various teacher preparation programs in their endeavor to evaluate the

effectiveness of such programs. Several models were examined in general relative to characteristics and the underlying philosophy.

In the selection of the instrument for follow-up, the focus was on teaching competence. Since the model developed at Stephen F. Austin State University (1983) focused on relevant competencies stated objectively and in behavioral terms, the decision was made by the Washburn Department of Education to utilize that particular model. Included in this model are three areas identified as 1) professional competence, 2) instructional competence, and 3) interpersonal competence. The three areas included a total of twenty-five competencies. Nine competencies were identified for the professional area, twelve for the instructional area, and four for the interpersonal area.

Each evaluative instrument utilized in the study was based on a rating scale of 1 to 5, with 1 indicating incompetence and 5 indicating total competence. The respondents were to check the column labeled NA if they did not observe the undergraduate in a particular competency, and in the case of the undergraduate, NA would be checked if the respondent did not have an opportunity to demonstrate a particular competency (Appendix C).

At the end of student teaching, the student teacher, cooperating teacher,and university supervisor completed

their respective instrument. In addition, after approximately one year, the student teacher (now a first year teacher), and the principal of the first year teacher, completed the appropriate instrument which measured the same competency. The data were obtained from the above and tabulated and analyzed on the computer. The quantitative results were expressed through descriptive and inferential statistics.

Limitations of the Study

This study was limited to only one of the twenty-five competencies involved in an unpublished follow-up study of first year teachers conducted by the author. The purpose of this limitation regarding the scope of the study was to provide greater focus and additional meanings to the previous findings through the application of additional descriptive statistics and to introduce meaningful data derived through the application of inferential statistics. The justification being that the findings of the previous unpublished report relative to the twenty-five competencies related to teaching were reported through the application of a more general methodology which may have overlooked the significance of some specific findings.

It can readily be noticed that the left column of both table 1 and table 2 lists the numbers on the rating scale with 1 indicating incompetence and 5 indicating total competence. In addition, the respondents were to check NA

if they did not observe the undergraduate in a particular competency, and in the case of the undergraduate, NA would be checked if the respondent did not have an opportunity to demonstrate a particular competency. The numbers listed across the tables indicate the number of responses received at each of the points on the rating scale by each of the respective groups. The means for each of the competencies are listed at the bottom of each table.

The Mean Values

The individual rating received from each student teacher, cooperating teacher, university supervisor, first year teacher, and school administrator were summed and divided by the number of respondents, respectively. Table 1 shows the mean scores for the competency relative to assessing and interpreting student progress as represented by the Fall, 1984 student teachers which were (during the Spring of 1985) also at the stage of completing approximately one year as a first year teacher. Mean scores were obtained in regards to the student teacher's perception of his/her competency concerning the ability to assess and interpret student progress. Table 1 illustrates, on a scale of 1 to 5, that the student teachers of Fall, 1984 rated themselves with the highest mean score ($\underline{M}$ = 4.57). They were followed by the principals of the first year teachers ($\underline{M}$ = 4.50), cooperating teachers ($\underline{M}$ = 4.47), university supervisors ($\underline{M}$ = 4.33), and the first year teachers ($\underline{M}$ =

3.86), respectively. Table 2 also illustrates the mean values derived relative to the Spring, 1985 student teachers as first year teachers in regards to assessing and interpreting student progress. The largest mean value was obtained from the evaluations made by the university supervisors (M = 4.58). They were followed by the principals of the first year teachers (M = 4.50), student teachers (M = 4.39), cooperating teachers (M = 4.33), and the first year teachers (M = 3.86), respectively. The difference between the top mean score and the lowest mean score was calculated and graphically illustrated in Appendix A, as well as the mean scores in between the respective range.

TABLE 1

MEAN VALUES RELATIVE TO THE FALL, 1984 STUDENT TEACHERS AND FIRST YEAR TEACHERS ASSESSING AND INTERPRETING STUDENT PROGRESS

Incompent	Fall 84 Student Teacher N=30	Fall 84 Cooperating Teacher N=33	Fall 84 University Supervisor N=30	Spring 86 First Yr. Teacher N=14	Spring 86 Principal of First Yr. Teacher N=9
1	0	0	0	0	0
2	0	1	1	0	0
3	0	3	2	5	0
4	13	7	13	6	4
5	17	19	14	3	4
Competent					
NA	0	3	0	0	1
Mean (M) =	4.57	4.47	4.33	3.86	4.50
Standard Deviation (SD) =	.4955	.8055	.7453	.7423	.4999

Note. Each value was obtained from a rating scale of 1 to 5, with 1 indicating incompetence and 5 indicating total competence.

TABLE 2

MEAN VALUES RELATIVE TO THE SPRING, 1985 STUDENT TEACHERS AND FIRST YEAR TEACHERS ASSESSING AND INTERPRETING STUDENT PROGRESS

Incompent	Spring 85 Student Teacher N=39	Spring 85 Cooperating Teacher N=54	Spring 85 University Supervisor N=45	Spring 86 First Yr. Teacher N=14	Spring 86 Principal of First Yr. Teacher N=9
1	0	2	0	0	0
2	0	0	0	0	0
3	3	4	0	5	0
4	16	18	14	6	4
5	17	27	19	3	4
Competent					
NA	6	3	12	0	1
Mean (M) =	4.39	4.33	4.58	3.86	4.50
Standard Deviation (SD) =	.6358	.9217	.4942	.7423	.4999

Note. Each value was obtained from a rating scale of 1 to 5, with 1 indicating incompetence and 5 indicating total competence.

The Standard Deviation

Table 3 shows the standard deviation of the five groups of respondents. This standard deviation illustrated the square root of the variance which was based on the distance of each score from the mean. Consequently, the standard deviation shows that which was equal to the square root of the sum of the squares (ss) divided by the number of respondents in each respective group.

Table 3 also shows the variation that existed between all the means derived Fall, 1984 and Spring, 1985, regarding the respective groups of student teachers involved in the student teaching experience, and represented during Spring, 1986 as one combined group of first year teachers.

In comparing the respective mean scores of Fall, 1984 and the Spring semester of 1985, very little variation was found regarding the perceptions of the undergraduates relative to their student teaching outcomes concerning the competency of assessing and interpreting student progress (SD = .4955). However, the cooperating teachers showed greater variation (SD = .8055). The university supervisors also varied more in their typical response (SD = .7453). Since the student teachers of Fall, 1984 and Spring, 1985 were sampled as one anonymous combined group, no variation could be reported between the first year teachers of the respective semesters. Likewise, since the principals also reported during the Spring, 1986 semester as one combined

anonymous group evaluating the Washburn University undergraduate as a first year teacher, no variation differences could be reported between the principals as respondents representing the respective semesters related to the beginning of the student teaching experience. Thus, the standard deviations derived for the principals (SD = .4999) and the first year teachers (SD = .7423) represents the deviations within each respective group, not a comparison difference between the deviations of each of the above semesters.

TABLE 3

STANDARD DEVIATION FINDINGS RELATIVE TO THE COMPETENCY OF ASSESSING AND INTERPRETING STUDENT PROGRESS

Respondents	Fall 84 Mean (M)	Standard Deviation (SD)	Spring 85 Mean (M)	Standard Deviation (SD)	Fisher's LSD Standard Deviation (D)
Student Teachers	4.57	.4955	4.39	.6358	.5020
Cooperating Teachers	4.47	.8055	4.33	.9217	.4313
University Supervisors	4.33	.7453	4.58	.4942	.3323
First Year Teachers	NA	NA	3.86(86)	.7423	NA
Principal	NA	NA	4.50(86)	.4999	.4525

Note. Each value was obtained from a rating scale of 1 to 5, with 1 indicating incompetence and 5 indicating total competence.

NA = means not applicable to respective respondents.

The Analysis of Variance

The Null Hypothesis

The null hypothesis was applied as a statistical test for this study. The null hypothesis was utilized in order to specify the values of a particular parameter (the mean for example) in the different treatment populations. As noted by Keppel (1982), the null hypothesis typically chosen gives the same value to the different populations. The null hypothesis states that no difference will be found between the descriptive statistics compared in one's research study (Borg and Gull, 1983). Thus, the null hypothesis of this study stated that no difference would be found (through evaluating the competency of assessing and interpreting student progress as perceived by the respective respondents in regards to the undergraduate as a student teacher and later as a first year teacher) between the means derived from the student teachers, cooperating teachers, university supervisors, first year teachers and the school principals. Whereas, the research hypothesis of this study stated that significant differences would be found occurring at the .05 level of significance (e.g. $p = <.05$) among the means of the above respondents in general with particular differences occurring between the means of the students teachers and the means of those same student teachers approximately one year later as teachers.

The Chance Probability

Keppel explained that the making of the decision concerning the acceptability of the null hypothesis is based upon a consideration of the chance probability associated with the ratio actually found in the experiment. If the probability of obtaining by chance a ratio of this size or larger is reasonably low, we should reject the null hypothesis. On the other hand, if the probability is high, we should not reject, or, in essence, we will accept the null hypothesis.

Estimates of Experimental Error

Statisticians are able to estimate the extent to which the difference we observe among the group means are due to experimental error. This estimation puts us in a position to begin to consider the evaluation of the hypothesis that the means of the treatment populations are equal. If we assume that the experimental error is the same for the different treatment conditions, we can obtain a more stable estimate of this quantity by pooling and averaging these estimates. Therefore, under these circumstances, -- an experiment conducted when the null hypothesis is true -- differences among sample means will also reflect the operation of experimental error (Keppel, 1982).

Estimates of Treatment Effects

Keppel explained that whenever the null hypothesis is false, there are real differences among the means of the treatment populations. Assuming that the subjects in each

treatment group are drawn randomly from corresponding treatment populations, the means of the different groups in the experiment should reflect the differences in the population means. The mere fact that the null hypothesis is false does not imply that experimental error has vanished. The only change is that there is now an additional component contributing to the differences among the means, a systematic component as opposed to an unsystematic one, namely treatment effects.

Keppel also emphasized that the differences among treatment means may reflect two different quantities: when the population means are equal, the differences among the group means will reflect the operation of experimental error alone, but when the population means are not equal, the differences among the group means will reflect the operation of an unsystematic component and a systematic component, i.e., experimental error and treatment effects, respectively.

According to Borg and Gull, the null hypothesis can be rejected when the mean difference exceeds the mean difference that we would find once in a hundred 0.01 or once in a thousand 0.001 or once in ten thousand 0.0001 samples if the population mean difference was zero. Keppel provided pertinent information relative to the chance probability associated with the use of the null hypothesis. It was explained by Keppel that we can always attribute some

portion of the differences we observe among treatment means to chance factors. All uncontrolled sources of variability in an experiment are considered potential contributors to experimental error. In the behavioral sciences the most important source of experimental error is that due to individual differences. Variations in the various features of the testing environment can also contribute to uncontrolled variability. Another source of experimental error mentioned by Keppel was what may be called measurement error. A misreading of a dial, a misjudgment that a particular type of behavior has occurred, the variability in reaction time of an experimenter timing a given bit of behavior, and an error in transposing observations recorded in the laboratory to summary worksheets used in performing the statistical analyses are all included in this classification. According to Sowell and Casey (1982), the null hypothesis states in effect that any relationship observed is likely the result of random variation within the population.

Evaluating the F-Ratio

For the purposes of this study, the null hypothesis was stated, the data was collected and the F-Ratio was calculated. The judgment was also made relative to whether the F-Ratio was incompatible with the hypothesis that the means of the treatment populations were equal. According to

Keppel, incompatibility is defined arbitrarily ahead of time as an F value which would occur on the basis of chance, assuming that the null hypothesis is true, a small portion of the time, 1 time in 20 (5 percent). If the F value observed falls within the statistical region of incompatibility, we reject the null hypothesis; if it statistically falls within the region of compatibility, we do not reject the null hypothesis.

The analysis of variance (ANOVA) was chosen because it addresses the question: Is there a significant difference between any two population means? If the F value that is calculated is large enough, then the null hypothesis (meaning there is no difference between the groups) can be rejected with confidence that the researcher is correct in concluding that at least two means are different. When a researcher uses ANOVA to test the null hypothesis that three or more means are not the same, the resulting F ratio and level of significance tells the researcher only that the combination of the means is different. It fails to indicate which groups are different. The researcher needs to employ further statistical tests that will indicate those means that are different from each other. These tests are called post hoc comparisons or multiple comparisons. They are designed to test each possible pair of means (McMillan and Schumacher, 1984). Thus, for the purposes of this study, Fisher's LSD multiple comparison test was applied to

comparing the means of all five groups of respondents with the mean of the first year teachers (Table 3).

The Level of Significance

Fortunately, the level of significance tells us the chance probability of finding differences between the means. If the difference between the means is larger, then the probability (p) value is smaller, since the chance of getting means farther apart, when we assume the means are in fact the same, is less than the chance that the means are closer together. The lower the level of significance, therefore, the more confidence we have that we are safe in rejecting the null. A level of 0.01 is therefore better than 0.05, 0.001 better than .01, and 0.05 better than 0.10. A p value between 0.05 and 0.10 is usually thought of as marginally significant, and anything greater than 0.10 is labeled a nonsignificant difference. We are saying, then, that if there is one chance out of ten of being wrong in rejecting the null (one chance in ten that the means are the same) then that is too much risk to take in saying that the means are different. In other words, the results may be due to error than to the treatment (McMillan and Schumacher, 1984).

Table 4 shows the results of the application of the analysis of variance (ANOVA). The variance was identified relative to the separation of the total variance into two

main sources of variation. The two main sources of variance utilized in ANOVA are: (1) systematic variance, labeled between groups variance and (2) error variance, derived from within groups.

Table 4 also shows the comparison of each mean scores of Fall semester, 1984 to the mean score derived from the first year teachers during the Spring of 1986. It can readily be noticed that the greatest difference occurred between the mean ratings of the student teachers (.71).

Therefore, the variability which occurred within this study was depicted through taking into account the size and location of each individual score in terms of each respective mean score derived from the five groups of respondents.

TABLE 4

Respondent	Fall 84 Mean	1st Yr. Teacher Mean (Spring 86)	Difference
Student Teacher	4.57	3.86	.71
Cooperating Teacher	4.47	3.86	.61
University Supervisor	4.33	3.86	.47
School Principal	4.50	3.86	.64

Table 5 illustrates the significant differences which can be inferred through the application of ANOVA in regards to the means of each of the respondents involved in the Fall, 1984 follow-up when the scores were compared to the mean score derived from the first year teachers. An F-Ratio of .27 was obtained with a significance level of $p < .8847$ (e.g $F(4,5) = .27$, $p < .8847$). From this outcome it can also be observed that little differences occurred in the perceptions of each category of respondents. In comparing the means of the entire groups, the interpretation could be made that the null hypothesis of no differences could be made (assuming that the $p < .05$ probability level of significance had been established beforehand or even at the $p < .10$ level). Since the probability value $p < .8847$ is large, the interpretation can be made that the means are not far apart. Such small differences could be expected to occur 8,847 times in 10,000 samples, if the population mean difference was zero. Thus, the null hypothesis states in effect that any relationship observed is likely the result of chance and random variation within the population.

TABLE 5

ANALYSIS OF VARIANCE APPLIED TO FALL 1984 RESPONDENTS TO SPRING 1986 FIRST YEAR TEACHERS

Source	Sum of the Squares (ss)	Degrees of Freedom (df)	Variation Estimate
Among	0.16	4	0.04
Within	0.75	5	0.15
Total	0.92	9	
F-Ratio = 0.27	Significance = p <.8847)		

Table 6 illustrates the multiple comparison provided through the application of Fisher's levels of significant differences (LSD). It can readily be noticed that the greatest level of differences existed between the mean values of the student teachers and the mean values of the first year teachers relative to assessing and interpreting student progress (e.g. p <.393). In other words, the smaller probability value of p <.393 indicates that the differences in the means are larger. Such differences could be expected to occur through chance and random variation 393 times in 1000 samples, if the population mean difference was

zero. The next level approaching some significant difference was between the first year teachers and school principals ($p < .436$). The above were the only comparisons approaching any significance regarding differences in the respective means. Such a level of probability should cause the researcher to conclude that the null hypothesis of no differences should be retained. However, the size of each respective mean in relation to the scale of 1 to 5 with 5 indicating complete competence, signifies that most ratings were relatively high with the range of the mean values extending from the low of 3.86 to the high of 4.58.

TABLE 6

MULTIPLE COMPARISONS: FISHER'S LSD

A MATRIX OF PROBABILITIES RELATIVE TO FALL 1984

STUDENT TEACHERS AS FIRST YEAR TEACHERS

	Student Teachers Fall 84	Cooperating Teachers Fall 84	University Supervisors Fall 84	First Yr. Teachers Spring 86	School Principal Spring 86
Student Teachers Fall 84	1.000	.895	.760	*.393	.927
Cooperating Teachers Fall 84	.895	1.000	.854	.456	.969
University Supervisor Fall 84	.760	.854	1.000	.564	.825
First Yr. Teachers Spring 86	*.393	.456	.564	1.000	**.436
School Principals Spring 86	.927	.969	.825	*.436	1.000

*p <.393 or .39 level of significance

**p <.436 or .44 level of significance

Table 7 shows the comparison of each mean score derived from Spring semester, 1985 from each of the five groups of respondents. Each mean was compared to the mean score obtained from the first year teachers during the Spring of 1986. It is readily apparent that the biggest difference was found between the mean values of the university supervisors and the first year teachers (e.g. D= .72).

TABLE 7

MEAN SCORES OF SPRING, 1985 RESPONDENTS

Respondent	Spring 85 Mean	First Yr. Teacher Mean (Spring 86)	Difference
Student Teachers	4.39	3.86	.53
Cooperating Teachers	4.33	3.86	.47
University Supervisors	4.58	3.86	.72
School Principals	4.50	3.86	.64

Table 8 illustrates the significant differences which can be inferred through the application of ANOVA in regards to the means of each of the respondents involved in the Spring, 1985 follow-up when compared to the mean score derived from the first year teachers. An F-Ratio of .28 with a significance level of .8810 (e.g. $\underline{F}$ (4,5) = .28 $\underline{p}$ <.8810) was obtained. From this outcome it can also be inferred that very little differences occurred in the perceptions of each category of respondents. It can also be

implied that chance variation was a large factor in achieving such differences.

TABLE 8

ANALYSIS OF VARIANCE APPLIED TO SPRING 1985 RESPONDENTS RELATIVE TO PERCEPTIONS OF FIRST YEAR TEACHERS DURING SPRING 1986

Source of Variance	Sum of the Squares (ss)	Degrees of Freedom (df)	Variance Estimate
Among	0.16	4	0.04
Within	0.71	5	0.14
Total	0.87	9	

F-Ratio = 0.28

(E)

Significance = .8810

(p)

Table 9 illustrates the multiple comparisons provided through the application of Fisher's level of significance (LSD). It can readily be noted that the probability of greater level differences existed between the mean values of the first year teachers and the university supervisors (e.g. p<.377). The next level approaching some degree of

difference was between the first year teachers and the school principals (e.g. $p < .425$). All other comparisons of levels of significance rule out the probability of any significant differences between the mean values derived from the respective groups involved in the matrix of probabilities.

The Percentile Rank

Table 10 shows the percentage of the mean scores that were at or below a particular mean score. The mean score relative to the competency of assessing and interpreting student progress was listed according to the respective percentile rank. This competency (assessing and interpreting student progress) was ranked against the mean values derived from twenty-four other competencies related to teaching (Appendix B). This ranking was accomplished through the application of the same rating scale utilized in by the author in a previous unpublished follow-up study relative to twenty-five competencies related to teaching. Since that previous study dealt with the twenty-five competencies in general, this study was designed to deal with each competency in particular with additional descriptive and inferential statistics being applied.

It can readily be noticed that Table 10 indicates that ($M = 4.47$) was obtained from the student teachers during the Fall semester of 1984 relative to assessing and interpreting student progress. This mean value received the percentile

rank of 48. The (M = 4.39) pertaining to the student teachers of Spring semester, 1985 also had a percentile rank of 34 when ranked among the twenty-five competencies related to the teaching process (Appendix B).

The cooperating teachers during the Fall semester of 1984 viewed the student teachers with a mean value of 4.47 and a percentile rank of 30. The mean value derived from the evaluations of the cooperating teachers during Spring semester, 1985 was (M = 4.33). This value also received a percentile rank of 34 in the distribution of competencies (Appendix B).

The university supervisors of Fall semester, 1984 perceived the competency with a 4.33 mean value and a lower percentile rank of 26. Whereas, the mean value of 4.58 was obtained from the university supervisors during the Spring of 1985 with a much higher percentile rank of 52.

The combined grouping of the Fall and Spring first year teachers perceived their competency in assessing and interpreting student progress with a mean value of 3.86 and the lowest percentile ranking of 14.

The principals of all first year teachers perceived this competency with a mean value of 4.50 and the highest percentile ranking of 56 (Appendix B).

TABLE 9

MULTIPLE COMPARISONS: FISHER' LSD

A MATRIX OF PROBABILITIES RELATIVE TO SPRING 1985 STUDENT TEACHERS AS FIRST YEAR TEACHERS DURING SPRING 1986

	Student Teachers Spring 85	Cooperating Teachers Spring 85	University Supervisors Spring 85	First Yr. Teachers Spring 86	School Principals Spring 86
Student Teachers Spring 85	1.000	.936	.801	.505	.882
Cooperating Teachers Spring 85	.936	1.000	.746	.554	.821
University Supervisors Spring 85	.801	.746	1.000	*.377	.914
First Year Teachers Spring 86	.505	.554	*.377	1.000	**.425
School Principals Spring 86	.882	.821	.914	**.425	1.000

*p (.377 or .38 level of significance

**p (.425 or .43 level of significance

TABLE 10

PERCENTILE RANK COMPARISONS OF THE PERCEPTION OF POSSESSING THE COMPETENCY TO ASSESS AND INTERPRET STUDENT PROGRESS

Type of Respondent	Mean Fall 84	Percentile Rank Fall 84	Mean Spring 85	Mean Spring 86	Percentile Rank Spring 85
Student Teacher	4.57	48	4.39		34
Cooperating Teacher	4.47	30	4.33		34
University Supervisor	4.33	26	4.58		52
First Year Teacher	NA	NA	NA	3.86	14 (1986)
Principal	NA	NA	NA	4.50	56 (1986)

Note. Each value was obtained from a rating scale of 1 to 5, with 1 indicating incompetence and 5 indicating total competence.

NA = means not applicable to respective respondents.

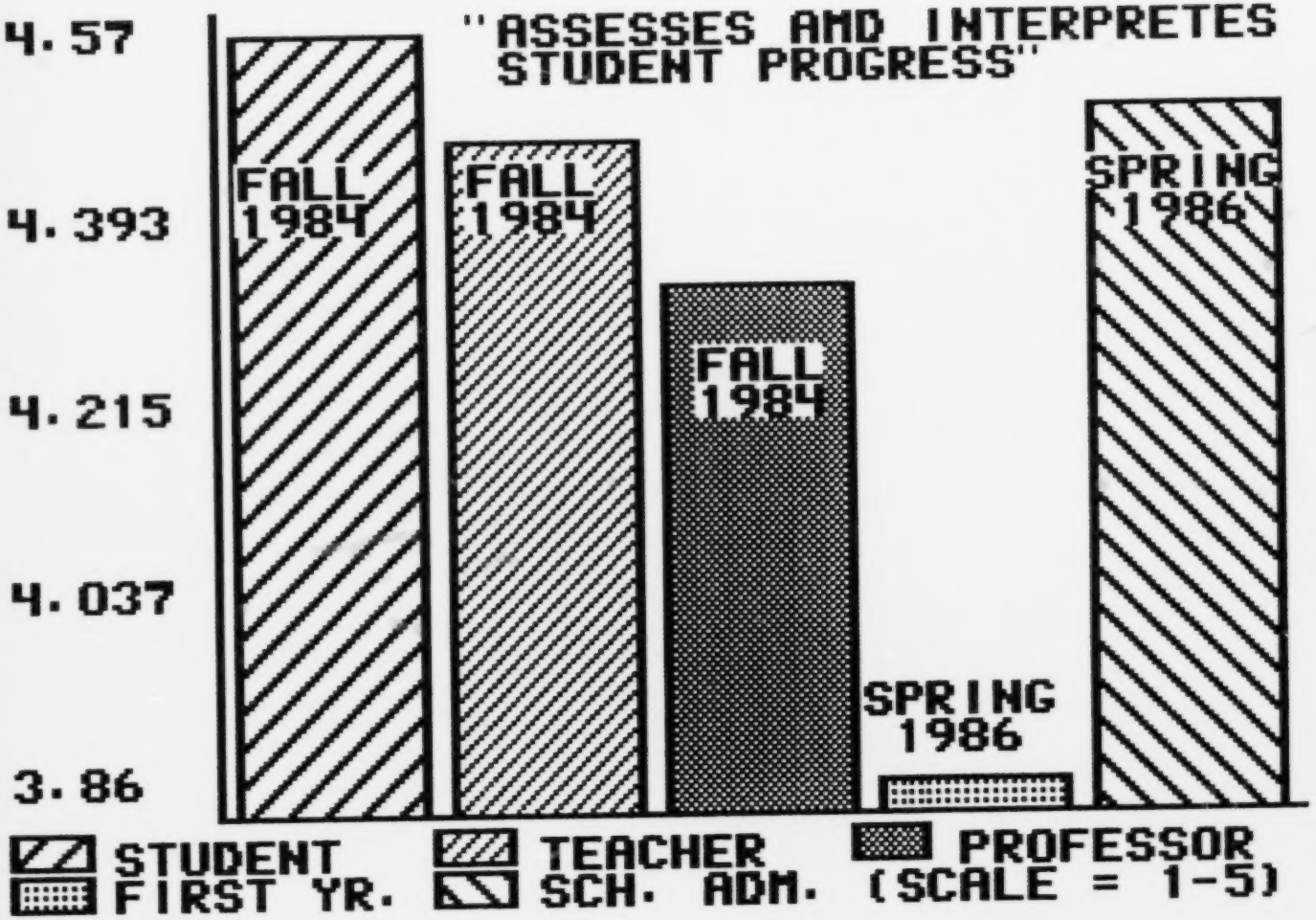
Conclusion

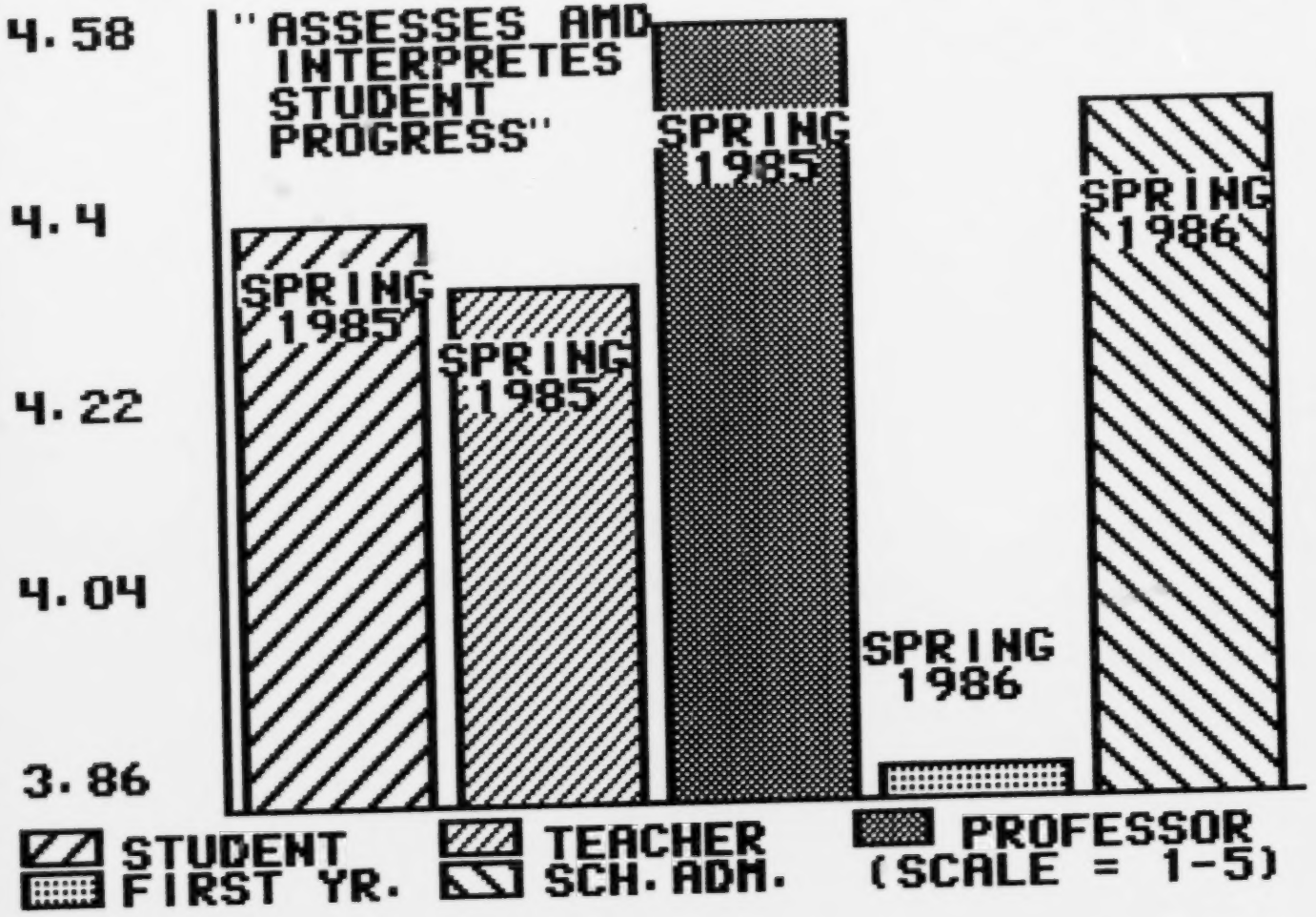
The mean scores derived from all of the respondents relative to the competency of assessing and interpreting student progress ranged from the lowest value obtained from the first year teachers (e.g., $\underline{M}$ = 3.86) with the percentile rank of 14 (when ranked with the other 24 competencies related to teaching as contained in the rating scale) to the highest mean value derived from the university supervisors (e.g., $\underline{M}$= 4.58, Spring, 1985) and a percentile rank of 52.

Since a mean score of 5 would indicate total competence and a mean of 1 would signify incompetence, the overall perception regarding possession of the competency was found to be consistently very good with little variation occurring among the mean scores derived from the respective respondents applying their rating scale.

The null hypothesis of this study stated that no difference would be found between the means of student teachers, cooperating teachers, university supervisors, first year teachers, and the school principals relative to the undergraduate's competency in assessing and interpreting student progress. Whereas, the research hypothesis was that significant differences would be found in the perceptions of the competency at the .10 level of probability. This research found the greatest probability level for significant differences to be between the mean values of the earlier university supervisors' evaluation of the student teachers (e.g., Spring, 1985) and the evaluation applied by these same undergraduates as first year teachers (e.g. $\underline{p}$<.377 or .38 level of probability). Thus, for the purposes of this study, the null hypothesis of no significant differences should not be rejected but retained.

APPENDIX A
GRAPHIC ILLUSTRATIONS OF MEAN VALUES


4.57
4.393
4.215
4.037
3.86
"ASSESSES AMD INTERPRETES STUDENT PROGRESS"
FALL 1984
FALL 1984
FALL 1984
SPRING 1986
SPRING 1986
STUDENT
FIRST YR.
TEACHER
SCH. ADM.
PROFESSOR
(SCALE = 1-5)


4.58
4.4
4.22
4.04
3.86
"ASSESSES AMD INTERPRETES STUDENT PROGRESS"
SPRING 1985
SPRING 1985
SPRING 1985
SPRING 1986
SPRING 1986
STUDENT
FIRST YR.
TEACHER
SCH. ADM.
PROFESSOR
(SCALE = 1-5)

APPENDIX B
PERCENTILE RANKS OF MEAN VALUES

PERCENTILE RANK OF MEAN VALUES DERIVED FROM STUDENT TEACHERS DURING FALL, 1984 RELATIVE TO THEIR SELF EVALUATION

MEAN VALUE	PERCENTILE RANK	DESCRIPTION OF COMPETENCY
4.87	98	Maintains appropriate personal behavior, self-control, open-mindedness, flexibility, etc.
4.85	94	Cooperates with all school personnel
4.79	90	Participates in school activities
4.77	86	Requests, accepts, and profits from suggestions
4.75	82	Works effectively with exceptional students
4.73	78	Maintains professional appearance
4.69	74	Develops rapport with students
4.67	70	Uses appropriate resources for development of lessons
4.63	64	Practices punctuality
4.63	64	Manages classroom facilities effectively
4.61	58	Works effectively with students from various cultures
4.60	54	Confidence in ability to teach
4.57	48	Maintains enthusiasm for teaching
4.57	48	Assesses and interprets student progress
4.52	42	Obtains appropriate resources for teaching
4.48	38	Develops long-range and daily plans
4.44	34	Develops appropriate evaluation devices
4.43	28	Presents lessons effectively
4.43	28	Counsels students appropriately
4.35	22	Chooses appropriate strategies for teaching
4.30	16	Practices professional ethics
4.30	16	Communicates effectively in the classroom
4.29	10	Determines student needs and interests
4.20	6	Participates in professional organization
4.17	2	Manages classroom behavior effectively

PERCENTILE RANK OF MEAN VALUES DERIVED FROM COOPERATING TEACHERS RELATIVE TO THE STUDENT TEACHER DURING FALL, 1984

MEAN VALUE	PERCENTILE RANK	DESCRIPTION OF COMPETENCY
4.81	98	Cooperates with all school personnel
4.76	94	Participates in school activities
4.74	88	Practices professional ethics
4.74	88	Works effectively with students from various cultures
4.70	82	Maintains appropriate personal behavior, self-control, open-mindedness, flexibility, etc.
4.68	78	Practices punctuality
4.65	74	Uses appropriate resources for development of lessons
4.62	70	Develops rapport with students
4.60	66	Works effectively with exceptional students
4.59	62	Requests, accepts, and profits from suggestions
4.56	58	Maintains professional appearance
4.53	50	Maintains enthusiasm for teaching
4.53	50	Participates in professional organization
4.53	50	Develops long-range and daily plans
4.52	42	Develops appropriate evaluation devices
4.50	36	Obtains appropriate resources for teaching
4.50	36	Presents lessons effectively
4.47	30	Assesses and interprets student progress
4.43	26	Counsels students appropriately
4.41	22	Chooses appropriate strategies for teaching
4.38	16	Confidence in ability to teach
4.38	16	Communicates effectively in the classroom
4.36	10	Manages classroom facilities effectively
4.30	6	Determines student needs and interests
4.18	2	Manages classroom behavior effectively

PERCENTILE RANK OF MEAN VALUES DERIVED FROM UNIVERSITY SUPERVISORS RELATIVE TO THE STUDENT TEACHER OF FALL, 1984

MEAN VALUE	PERCENTILE RANK	DESCRIPTION OF COMPETENCY
4.84	96	Participates in school activities
4.84	96	Works effectively with students from various cultures
4.80	90	Cooperates with all school personnel
4.68	86	Works effectively with exceptional students
4.67	82	Maintains appropriate personal behavior, self-control, open-mindedness, flexibility, etc.
4.66	74	Practices professional ethics
4.66	74	Requests, accepts, and profits from suggestions
4.66	74	Practices punctuality
4.60	66	Develops rapport with students
4.57	62	Maintains enthusiasm for teaching
4.54	58	Counsels students appropriately
4.52	54	Manages classroom facilities effectively
4.47	50	Confidence in ability to teach
4.45	46	Uses appropriate resources for development of lessons
4.40	38	Obtains appropriate resources for teaching
4.40	38	Presents lessons effectively
4.40	38	Manages classroom behavior effectively
4.39	30	Maintains professional appearance
4.33	**26**	**Assesses and interprets student progress**
4.30	22	Chooses appropriate strategies for teaching
4.23	18	Develops appropriate evaluation devices
4.17	14	Communicates effectively in the classroom
4.13	10	Develops long-range and daily plans
4.10	6	Determines student needs and interests
4.00	2	Participates in professional organization

PERCENTILE RANK OF MEAN VALUES FOR SPRING, 1985
STUDENT TEACHERS EVALUATION OF SELF

MEAN VALUE	PERCENTILE RANK	DESCRIPTION OF COMPETENCY
4.82	98	Works effectively with exceptional students
4.80	94	Cooperates with all school personnel
4.78	90	Maintains appropriate personal behavior, self-control, open-mindedness, flexibility, etc.
4.68	86	Uses appropriate resources for development of lessons
4.64	80	Practices professional ethics
4.64	80	Maintains enthusiasm for teaching
4.60	70	Maintains professional appearance
4.60	70	Requests, accepts, and profits from suggestions
4.60	70	Develops rapport with students
4.56	62	Practices punctuality
4.51	58	Counsels students appropriately
4.50	54	Participates in school activities
4.46	48	Obtains appropriate resources for teaching
4.46	48	Works effectively with students from various cultures
4.45	40	Confidence in ability to teach
4.45	40	Develops long-rang and daily plans
4.39	34	Assesses and interprets student progress
4.38	30	Manages classroom facilities effectively
4.32	24	Determines student needs and interests
4.32	24	Develops appropriate evaluation devices
4.29	18	Presents lessons effectively
4.24	14	Communicates effectively in the classroom
4.22	10	Chooses appropriate strategies for teaching
4.21	6	Manages classroom behavior effectively
4.00	2	Participates in professional organization

PERCENTILE RANK OF MEAN VALUES FOR SPRING, 1985
STUDENT TEACHERS AS ASSESSED BY COOPERATING
TEACHERS

MEAN VALUE	PERCENTILE RANK	DESCRIPTION OF COMPETENCY
4.72	98	Cooperates with all school personnel
4.71	94	Works effectively with students from various cultures
4.68	90	Works effectively with exceptional students
4.57	84	Practices professional ethics
4.57	84	Maintains appropriate personal behavior, self-control, open-mindedness, flexibility, etc.
4.53	76	Requests, accepts, and profits from suggestions
4.53	76	Uses appropriate resources for development of lessons
4.46	68	Maintains professional appearance
4.46	68	Counsels students appropriately
4.44	62	Participates in professional organization
4.43	58	Maintains enthusiasm for teaching
4.42	54	Develops rapport with students
4.39	50	Obtains appropriate resources for teaching
4.38	42	Practices punctuality
4.38	42	Participates in school activities
4.38	42	Develops appropriate evaluation devices
4.33	34	Assesses and interprets student progress
4.30	30	Manages classroom facilities effectively
4.26	26	Presents lessons effectively
4.24	22	Chooses appropriate strategies for teaching
4.22	18	Determines student needs and interests
4.17	12	Confidence in ability to teach
4.17	12	Develops long-range and daily plans
4.15	6	Manages classroom behavior effectively
4.13	2	Communicates effectively in the classroom

PERCENTILE RANK OF MEAN VALUES DERIVED FROM RATINGS OF UNIVERSITY SUPERVISORS OF SPRING, 1985 STUDENT TEACHERS

MEAN VALUE	PERCENTILE RANK	DESCRIPTION OF COMPETENCY
4.90	96	Practices professional ethics
4.90	96	Practices punctuality
4.82	90	Requests, accepts, and profits from suggestions
4.81	86	Participates in school activities
4.80	82	Cooperates with all school personnel
4.78	78	Maintains appropriate personal behavior, self-control, open-mindedness, flexibility, etc.
4.75	74	Works effectively with students from various cultures
4.71	70	Works effectively with exceptional students
4.61	66	Maintains professional appearance
4.60	62	Maintains enthusiasm for teaching
4.59	58	Develops rapport with students
4.58	52	Assesses and interprets student progress
4.58	52	Counsels students appropriately
4.56	46	Uses appropriate resources for development of lessons
4.51	42	Obtains appropriate resources for teaching
4.50	36	Participates in professional organization
4.50	36	Develops appropriate evaluation devices
4.47	30	Determines student needs and interests
4.42	26	Develops long-range and daily plans
4.36	20	Confidence in ability to teach
4.36	20	Manages classroom facilities effectively
4.33	14	Presents lessons effectively
4.29	10	Communicates effectively in classroom
4.20	6	Chooses appropriate strategies for teaching
4.11	2	Manages classroom behavior effectively

PERCENTILE RANK OF MEAN VALUES FOR THE SPRING, 1986
FIRST YEAR TEACHERS

MEAN VALUE	PERCENTILE RANK	DESCRIPTION OF COMPETENCY
4.64	96	Practices punctuality
4.64	96	Develops rapport with students
4.57	88	Maintains professional appearance
4.57	88	Maintains appropriate personal behavior, self-control, open-mindedness, flexibility, etc.
4.50	78	Requests, accepts, and profits from suggestions.
4.50	78	Participates in school activities
4.50	78	Cooperates with all school personnel
4.43	70	Practices professional ethics
4.29	66	Maintains enthusiasm for teaching
4.23	62	Counsels students appropriately
4.21	58	Manages classroom facilities effectively
4.20	54	Works effectively with students from various cultures
4.14	46	Communicates effectively in the classroom
4.14	46	Determines student needs and interests
4.14	46	Manages classroom behavior effectively
4.09	38	Works effectively with exceptional students
4.07	34	Obtains appropriate resources for teaching
4.00	28	Confidence in ability to teach
4.00	28	Develops long-range and daily plans
3.93	20	Presents lessons effectively
3.93	20	Develops appropriate evaluation devices
3.86	14	Assesses and interprets student progress
3.79	10	Uses appropriate resources for development of lessons
3.77	6	Chooses appropriate strategies for teaching
3.08	2	Participates in professional organization

PERCENTILE RANK OF MEAN VALUES DERIVED FROM PRINCIPALS OF SPRING, 1986 FIRST YEAR TEACHERS

MEAN VALUE	PERCENTILE RANK	DESCRIPTION OF COMPETENCY
4.78	98	Cooperates with all school personnel
4.75	94	Participates in school activities
4.67	90	Develops rapport with students
4.63	86	Works effectively with students from various cultures
4.56	72	Practices professional ethics
4.56	72	Maintains enthusiasm for teaching
4.56	72	Maintains professional appearance
4.56	72	Communicates effectively in the classroom
4.56	72	Requests, accepts, and profits from suggestions
4.56	72	Practices punctuality
4.50	56	Participates in professional organization
4.50	56	Assesses and interprets student progress
4.44	46	Determines student needs and interests
4.44	46	Works effectively with exceptional students
4.44	46	Maintains appropriate personal behavior, self-control, open-mindedness, flexibility, etc.
4.33	34	Confidence in ability to teach
4.33	34	Uses appropriate resources for the development of lessons
4.33	34	Manages classroom facilities effectively
4.22	16	Develops long-range and daily plans
4.22	16	Obtains appropriate resources for teaching
4.22	16	Chooses appropriate strategies for teaching
4.22	16	Presents lessons effectively
4.22	16	Manages classroom behavior effectively
4.22	16	Counsels students appropriately
4.13	2	Develops appropriate evaluation devices

APPENDIX C
THE EVALUATIVE INSTRUMENTS

WASHBURN UNIVERSITY
FOLLOW-UP PERFORMANCE RATING SCALE FOR STUDENT TEACHERS

Name_____School District_____Building_____
Assignment: Subject_____Grade Level_____
University Supervisor_____Supervising Teacher_____

Directions: In order to evaluate your performance during student teaching, please rate your competence on the following items. Use a scale of 1 to 5, with 1 indicating incompetence and 5 indicating total competence. Check the column labeled NA if you did not perform a particular competency.

A. Professional Competence	1	2	3	4	5	NA
1. Practice professional ethics	___	___	___	___	___	___
2. Maintain enthusiasm for teaching	___	___	___	___	___	___
3. Confidence in ability to teach	___	___	___	___	___	___
4. Maintain professional appearance	___	___	___	___	___	___
5. Communicate effectively in classroom	___	___	___	___	___	___
6. Participate in professional organization	___	___	___	___	___	___
7. Request, accept, and profit from suggestions	___	___	___	___	___	___
8. Practice punctuality	___	___	___	___	___	___
9. Participate in school activities	___	___	___	___	___	___
B. Instructional Competence	**1**	**2**	**3**	**4**	**5**	**NA**
10. Use appropriate resources for development of lessons	___	___	___	___	___	___
11. Determine student needs and interests	___	___	___	___	___	___
12. Develop long-range and daily plans	___	___	___	___	___	___
13. Obtain appropriate resources for teaching	___	___	___	___	___	___
14. Choose appropriate strategies for teaching	___	___	___	___	___	___
15. Present lessons effectively	___	___	___	___	___	___
16. Manage classroom facilities effectively	___	___	___	___	___	___
17. Manage classroom behavior effectively	___	___	___	___	___	___
18. Develop appropriate evaluation devices	___	___	___	___	___	___
19. Assess and interpret student progress	___	___	___	___	___	___
20. Work effectively with students from various cultures	___	___	___	___	___	___
21. Work effectively with exceptional students	___	___	___	___	___	___
C. Interpersonal Competence	**1**	**2**	**3**	**4**	**5**	**NA**
22. Develop rapport with students	___	___	___	___	___	___
23. Counsel students appropriately	___	___	___	___	___	___
24. Cooperate with all school personnel	___	___	___	___	___	___
25. Maintain appropriate personal behavior, self control, open-mindedness, flexibility, etc.	___	___	___	___	___	___

Comments:

_____
Student's Signature

WASHBURN UNIVERSITY
FOLLOW-UP PERFORMANCE RATING SCALE FOR STUDENT TEACHERS

Name_____School District_____Building_____
Assignment: Subject_____Grade Level_____
University Supervisor_____Supervising Teacher_____

Directions: Rate the student teacher's performance on the following items. Use a scale of 1 to 5, with 1 indicating incompetence and 5 indicating total competence. Check the column labeled NA if you did not observe the student teacher in a particular competency.

A. Professional Competence	1	2	3	4	5	NA
1. Practice professional ethics						
2. Maintain enthusiasm for teaching						
3. Confidence in ability to teach						
4. Maintain professional appearance						
5. Communicate effectively in classroom						
6. Participate in professional organization						
7. Request, accept, and profit from suggestions						
8. Practice punctuality						
9. Participate in school activities						
B. Instructional Competence	**1**	**2**	**3**	**4**	**5**	**NA**
10. Use appropriate resources for development of lessons						
11. Determine student needs and interests						
12. Develop long-range and daily plans						
13. Obtain appropriate resources for teaching						
14. Choose appropriate strategies for teaching						
15. Present lessons effectively						
16. Manage classroom facilities effectively						
17. Manage classroom behavior effectively						
18. Develop appropriate evaluation devices						
19. Assess and interpret student progress						
20. Work effectively with students from various cultures						
21. Work effectively with exceptional students						
C. Interpersonal Competence	**1**	**2**	**3**	**4**	**5**	**NA**
22. Develop rapport with students						
23. Counsel students appropriately						
24. Cooperate with all school personnel						
25. Maintain appropriate personal behavior, self control, open-mindedness, flexibility, etc.						

Comments:

_____
Cooperating Teacher

WASHBURN UNIVERSITY
FOLLOW-UP PERFORMANCE RATING SCALE FOR STUDENT TEACHERS

Name_____School District_____Building_____
Assignment: Subject_____Grade Level_____
University Supervisor_____Supervising Teacher_____

Directions: Rate the student teacher's performance on the following items. Use a scale of 1 to 5, with 1 indicating incompetence and 5 indicating total competence. Check the column labeled NA if you did not observe the student teacher in a particular competency.

A. Professional Competence	1	2	3	4	5	NA
1. Practice professional ethics						
2. Maintain enthusiasm for teaching						
3. Confidence in ability to teach						
4. Maintain professional appearance						
5. Communicate effectively in classroom						
6. Participate in professional organization						
7. Request, accept, and profit from suggestions						
8. Practice punctuality						
9. Participate in school activities						
B. Instructional Competence	**1**	**2**	**3**	**4**	**5**	**NA**
10. Use appropriate resources for development of lessons						
11. Determine student needs and interests						
12. Develop long-range and daily plans						
13. Obtain appropriate resources for teaching						
14. Choose appropriate strategies for teaching						
15. Present lessons effectively						
16. Manage classroom facilities effectively						
17. Manage classroom behavior effectively						
18. Develop appropriate evaluation devices						
19. Assess and interpret student progress						
20. Work effectively with students from various cultures						
21. Work effectively with exceptional students						
C. Interpersonal Competence	**1**	**2**	**3**	**4**	**5**	**NA**
22. Develop rapport with students						
23. Counsel students appropriately						
24. Cooperate with all school personnel						
25. Maintain appropriate personal behavior, self control, open-mindedness, flexibility, etc.						

Comments:

_____
University Supervisor

WASHBURN UNIVERSITY
FOLLOW-UP PERFORMANCE RATING SCALE

Name_____School District_____Building_____
Assignment: Subject_____Grade Level_____

Directions: In order to evaluate your readiness for assuming the responsibility to teach, please rate your competence on the following items. Use a scale of 1 to 5, with 1 indicating incompetence and 5 indicating total competence.

A. Professional Competence	1	2	3	4	5	NA
1. Practice professional ethics	___	___	___	___	___	___
2. Maintain enthusiasm for teaching	___	___	___	___	___	___
3. Confidence in ability to teach	___	___	___	___	___	___
4. Maintain professional appearance	___	___	___	___	___	___
5. Communicate effectively in classroom	___	___	___	___	___	___
6. Participate in professional organization	___	___	___	___	___	___
7. Request, accept, and profit from suggestions	___	___	___	___	___	___
8. Practice punctuality	___	___	___	___	___	___
9. Participate in school activities	___	___	___	___	___	___
B. Instructional Competence	**1**	**2**	**3**	**4**	**5**	**NA**
10. Use appropriate resources for development of lessons	___	___	___	___	___	___
11. Determine student needs and interests	___	___	___	___	___	___
12. Develop long-range and daily plans	___	___	___	___	___	___
13. Obtain appropriate resources for teaching	___	___	___	___	___	___
14. Choose appropriate strategies for teaching	___	___	___	___	___	___
15. Present lessons effectively	___	___	___	___	___	___
16. Manage classroom facilities effectively	___	___	___	___	___	___
17. Manage classroom behavior effectively	___	___	___	___	___	___
18. Develop appropriate evaluation devices	___	___	___	___	___	___
19. Assess and interpret student progress	___	___	___	___	___	___
20. Work effectively with students from various cultures	___	___	___	___	___	___
21. Work effectively with exceptional students	___	___	___	___	___	___
C. Interpersonal Competence	**1**	**2**	**3**	**4**	**5**	**NA**
22. Develop rapport with students	___	___	___	___	___	___
23. Counsel students appropriately	___	___	___	___	___	___
24. Cooperate with all school personnel	___	___	___	___	___	___
25. Maintain appropriate personal behavior, self control, open-mindedness, flexibility, etc.	___	___	___	___	___	___

Comments:

_____
Ex-student's Signature

WASHBURN UNIVERSITY
FOLLOW-UP PERFORMANCE RATING SCALE

Name_____School District_____Building_____

Assignment: Subject_____Grade Level_____
Directions: In order to evaluate the Teacher's readiness for assuming the responsibility to teach, please rate his/her competence on the following items. Use a scale of 1 to 5, with 1 indicating incompetence and 5 indicating total competence. Check the column labeled NA if you did not observe the first year teacher performing a particular competency.

A. Professional Competence	1	2	3	4	5	NA
1. Practice professional ethics						
2. Maintain enthusiasm for teaching						
3. Confidence in ability to teach						
4. Maintain professional appearance						
5. Communicate effectively in classroom						
6. Participate in professional organization						
7. Request, accept, and profit from suggestions						
8. Practice punctuality						
9. Participate in school activities						

B. Instructional Competence	1	2	3	4	5	NA
10. Use appropriate resources for development of lessons						
11. Determine student needs and interests						
12. Develop long-range and daily plans						
13. Obtain appropriate resources for teaching						
14. Choose appropriate strategies for teaching						
15. Present lessons effectively						
16. Manage classroom facilities effectively						
17. Manage classroom behavior effectively						
18. Develop appropriate evaluation devices						
19. Assess and interpret student progress						
20. Work effectively with students from various cultures						
21. Work effectively with exceptional students						

C. Interpersonal Competence	1	2	3	4	5	NA
22. Develop rapport with students						
23. Counsel students appropriately						
24. Cooperate with all school personnel						
25. Maintain appropriate personal behavior, self control, open-mindedness, flexibility, etc.						

Comments

_____
Principal's Signature

References

Keppel, G., Design & Analysis: A Researcher's Handbook, New Jersey: Prentice-Hall, Inc., 1982.

McMillan, J. H., and S. Schuymacher, Research in Education:A Conceptual Introduction, Boston: Little, Brown and Company, 1984.

Sowell, E.J., and R.J. Casey, Research Methods in Education, Belmont: Wadsworth Publishing Company, 1982.

Steven F. Austin State University, School of Education, Program Evaluation, 1982-83. Nacogdoches. Texas, 1983.